



Mathematics and Science Partnerships Program
RFA #031014/2B
Scoring Rubric

Application #: _____
Reviewer's Initials: _____

Date of Review: _____

Directions: Please indicate the appropriate point values and place the total score in the last column for each selection criteria as listed in the RFA. Additionally, please write comments regarding specific strengths and weaknesses for each criterion. Each criterion should have a minimum of one substantive comment for each strength and weakness. Whenever possible, and as appropriate, please indicate a specific page number to illustrate this citation.			Total Score
Criteria 1: Abstract (2 points)	No	Yes	Total Score
The abstract: <ul style="list-style-type: none">Clearly describes the project vision, goals and expected benefitsClearly describes activities and key featuresDoes not exceed 1 page in length	0	2	

Criteria 2: Application Priority Points Based on OSSE Needs Assessment (20 pts)	No	Yes	Total Score
Applications that partner with Priority Schools to provide professional development in mathematics or science will receive up to 10 priority points.	0	10	

Select one score	No	Quasi-Experimental	Experimental	Total Score
Additionally applications that include an evaluation plan with a design that is experimental or quasi-experimental may receive up to 10 priority points.	0	5	10	
Total Priority Points				

Strengths: _____

Weaknesses: _____



Application #: _____

Criteria 3: Statement of Need (8 points)	No Evidence	Partial Evidence	Full Evidence	Total Score
Using the most recent data available (i.e. SY 2011-2012 or 2012-2013) the application:				
• Clearly addresses the needs and challenges in the LEA partner organization and explains the strengths, weaknesses, opportunities, and challenges within each partner's environment as it relates to improving teacher development in mathematics and/or science to promote student achievement.	0	1	2	
• Clearly presents a conceptual foundation and uses scientifically-based research to support the proposed project design and selected activities. There is a clear reference to the scientifically-based research that is not more than 5 years old. Structure experimental study or quasi-experimental study or other Pre-Post study analysis.	0	1	2	
• Provides easily-measured quantitative data (e.g. test scores, absentee rates, percent of classes taught by highly qualified teachers) to support the need for project. This includes specific DC-CAS and/or DC-BAS data.	0	1	2	
• Clearly uses quantitative data to address how the proposed project will benefit the students and teachers in the District of Columbia.	0	1	2	
SubTotal (points)				

Strengths: _____

Weaknesses: _____



Application #: _____

Criteria 4: Project Design and Implementation (28 points)		No Evidence	Partial Evidence	Full Evidence	Total Score
Presents a clear linkage between the Statement of Need and the Project Design, the application:					
PARTNERSHIPS					
1	<ul style="list-style-type: none"> Provides details regarding a compliant partnership that includes K-12 administrators, faculty, teachers, and guidance counselors in participating schools; STEM faculty; and administrators in higher education organizations. The partnerships may include other partners such as businesses, nonprofit organizations, and teacher training departments of an institution of higher education. 	0	1	2	
2	<ul style="list-style-type: none"> Includes a Partner Identification Form for each partner. 	0	1	2	
3	<ul style="list-style-type: none"> Includes a letter of commitment or MOU from each partner outlining the role and contributions of the partner and provides evidence that the proposed partnership activities are integral to the partner's instructional plans. 	0	1	2	
4	<ul style="list-style-type: none"> Provides a clear description of the eligible partnerships. These partnerships include K-12 administrators, faculty, teachers, and guidance counselors in participating schools; STEM faculty; and administrators in higher education organizations. The partnerships may include other partners such as businesses, nonprofit organizations, and teacher training departments of an institution of higher education. 	0	1	2	
GOALS AND OBJECTIVES					
5	<ul style="list-style-type: none"> Provides a clear description of how the project design aligns with the Common Core State Standards and student achievement standards in mathematics and/or science 	0	1	2	
6	<ul style="list-style-type: none"> Provides a clear description of how the goals and activities included in the program provides instruction to teachers at a level beyond the level of content they are expected to teach to students; models instructional strategies that will provide teachers with the methodologies to effectively improve student achievement. 	0	1	2	
7	<ul style="list-style-type: none"> Describes how the activities and instruction from scientists/mathematicians are aligned to state and national professional development content standards. 	0	1	2	
ACTIVITIES					
8	<ul style="list-style-type: none"> Provides a clear description of the enhanced and ongoing professional development of mathematics and science teachers. 	0	1	2	
9	<ul style="list-style-type: none"> Provides direct interaction between participants and IHE faculty during the enhanced and ongoing professional development. 	0	1	2	
10	<ul style="list-style-type: none"> Describes how technology will be integrated into the mathematics and/or science teacher training providing specific details on the use of technology during the enhanced and ongoing professional development. 	0	1	2	
11	<ul style="list-style-type: none"> Provides a clear description of how applicants will target a cadre of highly effective teachers who are proficient in using challenging state academic content standards, student academic standards and state assessments to create a program geared to move other teachers toward earning highly effective ratings to increase the proportion of highly effective teachers at high need LEAs. 	0	1	2	



12	• Provides a clear description of how applicants will target a cadre of highly effective STEM teachers within the high need LEA or a consortium of High need LEAs to participate in NGSS –specific training who will return to their schools and LEAs to lead NGSS-specific professional development to other STEM teachers.	0	1	2
13	• Provides a clear description of how applicants will establish and operate mathematics and science summer institutes with the intent of providing STEM teachers with the opportunity to interface directly with practicing scientists mathematicians, and engineers in an effort to increase their subject matter competency.	0	1	2
14	• Provides a specific implementation plan that serves as an overall outline for the proposed mathematics and/or science project.	0	1	2
SubTotal (points)				

Strengths: _____

Weaknesses: _____



Application #: _____

Criteria 5: Work Plan (32 points)	No Evidence	Partial Evidence	Full Evidence	Total Score
In order to ensure accountability and measure the impact of the proposed design plan, the application clearly:				
1. Relates the measureable goals/objectives to the project design and its activities in its Work Plan .	0	1	2	
2. Describes measurable objectives and annual targets in terms of gathering information on the level of teacher effectiveness of all participants before and after engaging in program activities.	0	1	2	
3. Describes measurable objectives to increase the number of science and/or mathematics teachers who participate in content-based professional development activities.	0	1	2	
4. Describes measurable objectives to improve student academic achievement on state science and/or mathematics assessments.	0	1	2	
5. Describes measurable objectives to improve the knowledge of participating teachers in science and/or mathematics assessments; and provides a specific implementation plan that serves as an overall outline for the proposed mathematics and/or science project.	0	1	2	
6. Describes measurable objectives to compare participating teachers versus non-participating teachers in teacher content knowledge and student achievement.	0	1	2	
7. Describes measurable objectives that link student achievement gains to the professional development program.	0	1	2	
8. Includes beginning and ending dates for listed activities for the entire funding period and specific benchmarks for performance outcomes and measurable objectives	0	1	2	
9. Lists responsible persons for completing activities by name and position in the Work Plan .	0	1	2	
10. Includes an assessment instrument in its Work Plan that is reasonable to be used as a measurement for performance success.	0	1	2	
11. Relates the measureable goals/objectives to the project design and its activities in its Work Plan .	0	1	2	
12. Gives specific details regarding student achievement on the DC-CAS for the students of project participants will be used.	0	1	2	
13. Discusses in detail, how the project design will sustain itself	0	1	2	



and identifies resources needed to sustain personnel efforts.				
14. Identifies plans for maintaining partnership throughout and beyond the funding cycle.	0	1	2	
15. Identifies the continuing costs for professional development and other activities.	0	1	2	
16. Identifies supports from existing partnerships that will continue after the grant has ended.	0	1	2	
Subtotal (points)				

Strengths: _____

Weaknesses: _____



Application #: _____

Criteria 6a: Evaluation Plan (20 points)	No Evidence	Partial Evidence	Full Evidence	Total Score
In order to ensure accountability and measure the impact of the proposed design plan, the application clearly:				
• Provides a description of the evaluation plan and the tools that will be used to assess the progress of project activities described in the design plan.	0	2	4	
• Includes an evaluation plan that will properly collect trend quantitative and qualitative data on teacher content knowledge, classroom practice, student academic achievement, teacher effectiveness, and the increase of teacher enrollment in advanced courses.	0	2	4	
• Describes how the partnership will measure, analyze, document, and report the impact of its professional development project on the participating teachers and students as defined in the purpose of the MSP grant program.	0	2	4	
• Includes full definition of the experimental and or quasi-experimental design including any additional defined pre- and post-assessments given to project participants to measure content knowledge growth.	0	2	4	
• Addresses how the measurement of the academic achievement of students who are taught by program participants is affected by enhancing the content knowledge and teaching.	0	2	4	



Criteria 6b: Accountability Plan (10 points)	No Evidence	Partial Evidence	Full Evidence	Total Score
In order to ensure accountability and measure the impact of the proposed design plan, the application clearly:				
<ul style="list-style-type: none"> Provides specific details regarding student achievement on the DC-BAS and, ultimately, DC-CAS for the students of project participants; (See link to DC State Accountability Plan and DC CAS data) 	0	2	4	
<ul style="list-style-type: none"> Provides a description of the accountability plan and the measurement of the academic achievement of students through enhancing the content knowledge and teaching skills of classroom teachers through professional development activities. 	0	2	4	
<ul style="list-style-type: none"> Includes an accountability plan that will properly collect trend quantitative and qualitative data such as; measuring increased participation by students in advanced courses in mathematics and science; 	0	1	2	

Criteria 6c: Sustainability Plan (10 points)	No Evidence	Partial Evidence	Full Evidence	Total Score
In order to ensure accountability and measure the impact of the proposed design plan, the application clearly:				
<ul style="list-style-type: none"> Provides a description of the sustainability of the project by explaining projected plans for continuing the MSP program beyond the awarded funding cycle. 	0	2	5	
<ul style="list-style-type: none"> Discuss how you will sustain the project after funding ends, identify your plans for maintaining partnership throughout and beyond the funding cycle, identify the continuing costs for professional development and other activities, identify resources needed to sustain personnel efforts, and identify new areas of support you may need or may anticipate from the partnership. 	0	2	5	



Application #: _____

Criteria 7: Detailed Budget Worksheet (10 points)	No Evidence	Partial Evidence	Full Evidence	Total Score
A one year Budget Worksheet and Work plan has been submitted in which the application: <ul style="list-style-type: none">demonstrates that the proposed project has an adequate budget and costs are reasonable (including program administrative staff), allowable, and allocable under the program; and total administrative costs does not exceed the allowed 5% set aside.demonstrates that the proposed budget for each partner is realistic and is in line with the level of effort of the partner's participation;cites figures in the budget that are clearly aligned with information given in the work plan and budget narrative portionaddresses all required objectives/goals in the work plan and details the measureable outcome including the assessment tool, type of documentation, time frame, and responsible personprovides the basis used for all proposed costs which is reasonable and realistic.	0	1	2	

Strengths: _____

Weaknesses: _____



Application #: _____

Criteria 8: Management and Personnel Plan (10 points)	No Evidence	Partial Evidence	Full Evidence	Total Score
In order to demonstrate the project's internal management (including all subcontracted projects) and ensure accomplishments of the proposed project, the application:				
• clearly includes an organizational chart of the personnel assigned to this project and each person's position in the program.	0	1	2	
• names the project manager(s) who has at least two years' experience in managing similar or related projects of comparable scope and size and provides a copy of their résumé(s), and a statement of their experiences.	0	1	2	
• provides a clear description of each staff position and the amount of time each staff person will spend on project activities.	0	1	2	
▪ includes salary for proposed staff which is reasonable and not excessive for the amount of work to be performed during the project period.	0	1	2	
• clearly demonstrates the capabilities of the submitting team has in managing the project, organizing the work and meeting deadlines.	0	1	2	
SubTotal (points)				

Strengths: _____

Weaknesses: _____



Application #: _____
Initials: _____

Reviewer's

<i>Criteria</i>	<i>Possible Score</i>	<i>Application Score</i>
1. Abstract	2	
2. Priority Points	20	
3. Statement of Need	8	
4. Project Design and Implementation	28	
5. Work Plan	32	
6. – 6a – Evaluation	20	
6b – Accountability Plan	10	
6c – Sustainability Plan	10	
7. Budget Worksheet	10	
8. Management and Personnel Plan	10	
<i>TOTAL</i>	<i>150</i>	

Overall Reviewer's Comments. Evaluate the quality of the application in its entirety. Aside from your comments in the individual sections, consider how well the whole application flowed and was logical. Was the information found in the appropriate section of the proposal, where there excessive grammatical and spelling errors, and was it a comprehensive and inclusive proposal? Do all of the sections support each other? Was there a table of contents and where supporting documents in the appendices labeled and clearly identified which allowed for information to be readily identified?

Reviewer's Signature: _____

Date:

Strengths: _____

Weaknesses: